Component #1

1) Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement. A survey of students revealed that 62% are influenced by the choices their friends make and the desire to fit in or be a part of the group. A survey of teachers revealed that 81% of students make choices because their friends make the same choice. A review of the behavior documents revealed that when many teens misbehave they do not get in trouble alone. The incident reports contain two or more names or the student claims they committed the behavior because their friend told them to do the act. An article by Nurten Sargin and Berna Cetinkaya states that peer pressure starts in elementary school and increases rapidly throughout adolescence. Peer pressure can be positive or negative. Most peer pressure is negative and according to Sargin and Cetinkaya negative peer pressure affects the person influencing the decision and he person being influenced. Making the student aware of their automatic thought processes and talking about their situations helped the students cope with peer pressure.

2) Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools. While in the group session, students will be able to distinguish between good and bad behavior by setting up a values list based on what is accepted by the school and what is accepted at home and use this list to become more aware of their decisions in order to make better choices.

3) Student develops **two** measurable objectives for session #1 of the structured group program that supports the established goal (**one** school counseling content and **one** mathematics content). Students will use a bar graph to see their growth from week to week plotting how many times they made the right decision when faced with peer pressure. Then the student will see how each week the bars graph grows as they become more aware of their choices.

4) Student develops **two** measurable objectives for session #2 of the structured group program that supports the established goal (**one** school counseling content and **one** language arts content).Students will create a list of beliefs and values they can use to base their choices on when faced with peer pressure. The student will use household beliefs and school rules as a guide.

5) Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools. Schools want their students to succeed and not have behavioral issues. If the school can handle any issue in quick and successful manner then students can succeed and become good citizens.

Component #2

1) Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

Title of Session #1: Learning our values

Brief Summary of Session: Students will introduce themselves and then discuss what is confidentiality and go over it along with creating rules for the group. Then the group will discuss what is peer pressure. Students will then discuss what are values and types of values. Then they will write a list of values and beliefs that are important to them or that they must abide by at school and at home. Then after sharing time the group will review and discuss the homework assignment for next week of keeping a log of good choices they make during the week.

Theoretical Orientation: Cognitive Behavioral. This theory emphasizes learning new ways of thinking which is a goal of this group program. As a counselor, my goal is to see them no longer feel like they need to always do what their friends are doing because it may not always be the right choice. The students need to learn how to think for themselves and exhibit the use of family values and school rules. This group is teaching them to solve problems by learning new ways of dealing with them in their day to day lives. There is homework given to reinforce what they learned in group.

Specific Group Technique: Cognitive restructuring, problem solving, homework

Structure: The title of the group is Peer Pressure Awareness. Each session is 20-30 mins in duration and meets for 6 weeks. It is for 2nd and 3rd graders who are affected by peer pressure or to help them make good decisions when faced with peer pressure. The population of the school is 64% Caucasian, 24% African American, 12% Hispanic. The recruitment and screening process that was used was teachers selected the students because they exhibited signs of being easily influenced by their peers.

Materials/ Media: pens, paper

Core ASCA Standard(s): PS: A1.2 Identify values, attitudes and beliefs

Core State Academic Standard(s): English 2-5.1 Create written communications (for example, directions and instructions) to inform a specific audience.

Objectives: Students will be able to create a list of beliefs and values they can use to base their choices on when faced with peer pressure. Students will use household beliefs and school rules as a guide.

Assessments: seeing what they wrote on their values list to see if they get the concept

Procedures/Instructional Strategy: The session will start with addressing confidentiality issues. Then the students will make nametags and introduce themselves. After that, using the white board, we will discuss what is peer pressure and what are values. I will list their answers on the board so we can see and discuss them. The students will then take paper and make a list of values that apply to the student. We will then summarize what we learned and issue the homework assignment for the week.

Homework/Ownwork: students are to work on applying those values when faced with peer pressure. Then they are to make a list of different times they made the right choice.

2) Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

Title of Session #2: Graphing our progress

Brief Summary of Session: Students will talk about choices they made while faced with peer pressure over the past week. Then the student will mark on their graph the number of times they made the right choice when faced with peer pressure.

Theoretical Orientation: Solution focused, Behavioral. This session looks at goal setting and working toward your goal which is part of the solution based theory. Students can set a goal of how many spaces they want their graph to go up over the next week as they work on their good decision making skills. Cognitive behavioral theory is exhibited through giving feedback about their thoughts and progress which is a type of positive reinforcement. Behavioral rehearsal is where the student can practice the behavior before going out into the real world. This group is teaching them to solve problems by learning new ways of dealing with them in their day to day lives. There is homework given to reinforce what they learned in group.

Specific Group Technique: questioning, goal setting; positive reinforcement, feedback, behavioral rehearsal, homework

Structure: The title of the group is Peer Pressure Awareness. Each session is 20-30 mins in duration and lasts for 6 weeks. It is for 2nd and 3rd graders who are affected by peer pressure or to make good decisions when faced with peer pressure. The population of the school is 64% Caucasian, 24% African American, 12% Hispanic. The recruitment and screening process that was used was teachers selected the students because they exhibited signs of being easily influenced by their peers.

Materials/ Media: poster, markers

Core ASCA Standard(s): PS: A1.6 Distinguish between appropriate and inappropriate behavior

Core State Academic Standard(s): Math 2-6.2 Organize data in charts, pictographs, and tables.

Objectives: students will be able to use a bar graph to see their growth from week to week by plotting how many times they made a decision when faced with peer pressure.

Assessments: seeing if the student made any progress on their chart

Procedures/Instructional Strategy: The session will start with reviewing confidentiality. Then the group will individually discuss what happened with their homework assignment. Then that student will plot their results on their bar graph. Then they will talk about their week, in regards to the assignment, and practice scenarios to better equip them for this week’s homework.

Homework/Ownwork: Student continues making a list of times they make good choices regarding peer pressure. This will be used to see if they improve from week to week.

3) Student identifies ASCA Standards and core academic standards covered in Session #1 and Session #2. PS: A1.6 Distinguish between appropriate and inappropriate behavior, Math 2 6.2 organize data in charts, pictographs, and tables, PS: A1.2 Identify values, attitudes, and beliefs, and English 2 5.1 create written communications to inform a specific audience.

4) Student discusses the importance of supporting theoretical orientations and techniques in school counseling prevention and intervention programs. When counseling students, it is very important to use theories as a guide for your program. It also helps with comparing research on the specific topic. Using techniques that are related to a theory are a good idea because they have been tried before and have guidelines to follow when using them. You also know when to apply them.

References:

Cetinkaya, B., Sargin, N. (2010). The Effectiveness of Group Counseling in Reducing Peer Pressure Name of Article. *Selcuk Ueniversitesi Sosyal Bilimer Enstituseue Dergisi, Issue* (23), 185-192.

Component #3

1) Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.

There are many ethical and legal considerations when working with minors in a school setting. They are respecting the student, concerned with tier personal and social needs, respect the student’s values and does not impose tier values, keeps information shared confidential unless the student is going to harm themselves or others, and avoids a dual relationship.

2) Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).

3) Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments. When a school counseling group is created it is going to be made up of students from all walks of life. Each time an issue that could be of conflict is presented it is to be handled with care and respect for the group members and in line with the ethical guidelines presented by the ASCA. The group leader needs to address the issue but not make a big deal about the comment. The student needs to be taught to respect their group member. The comment could even be reflected back to the student to see how the student would feel if they were responded to in that manner. The strategies of active listening, no name calling, recognizing that everyone is not going to agree, and saying positive thoughts are ways to promote a good, warm learning environment.

4) Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination. When it comes to creating a group it must be for the well-being of the student body and promote growth and change. When considering group members you want them to be different but not so different that they cannot create a caring environment. The screening process is very important. When screening you need to make sure the students you choose have the needs of the group and will help it grow. During the sessions, the group must abide by the confidentiality rules and the ASCA ethics rules. The counselor must also set clear understandable goals. The counselor must also need to be aware of cultural differences (e.g. eye contact) so not to offend a student. No member of the group, including the leader, should make assumptions about anyone. When it comes to termination, it is the duty of the leader to terminate when services are no longer needed and not to prolong a group when it is unnecessary.

Component #4

1) Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

Pre and Post test for peer pressure group.

1. Of the following, which are good behavior choices?

1. Cheating on a paper because my friend does
2. Taking something that belongs to my neighbor because I need it
3. Sharing with others because my friend does

2. How often do I listen to my friends’ opinion when it does not agree with my values?

1. Never
2. Almost never
3. Often
4. Frequently
5. Always

2) Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

3) Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling Evaluation and outcome driven programing are very important in professional school counseling. Without evaluations there is no way to track your progress and make sure your group is being successful. It helps the counselor know where to make changes, if needed, to the next group in the group counseling. If there is not an outcome to strive for then it is hard to know if the group was successful because there is nothing to measure it against. Evaluating student progress during the session helps the counselor know what direction the group needs to go because if they are not getting the concept the counselor cannot move on to the next stage.